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The Effectiveness Of Islamic Educational Resource Management

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Abstract

Islamic educational resource management is a crucial factor in enhancing the quality of Islamic educational institutions. This study aims to analyze the effectiveness of Islamic educational resource management, including the management of human resources, facilities, and students. This research uses a qualitative descriptive approach with data collected through interviews, observations, and documentation studies at Islamic schools in Bengkulu City. The results show that the effectiveness of Islamic educational resource management is highly influenced by teacher competence, student involvement, and the availability of facilities. Proper implementation of resource management can improve learning quality, student motivation, and institutional productivity. This study recommends that Islamic educational institutions continuously develop systematic and sustainable resource management strategies.

Keywords: Resource Management, Islamic Education, Effectiveness, Institutional Quality

INTRODUCTION

Islamic educational resource management (IERM) is one of the strategic components in efforts to improve the quality of education in Indonesia. Islamic educational institutions carry a dual responsibility: not only preparing students to be academically competent, but also shaping their character, morals, and spirituality in accordance with Islamic values. Accordingly, the success of Islamic education is measured not only by academic achievement, but also by the formation of morals, faith, and the social skills of students. This requires systematic resource planning and management so that all components of education can work synergistically.

The effectiveness of IERM can be observed through an institution's ability to manage three main aspects: human resources, facilities and infrastructure, and students. Human resource management includes the selection of competent teachers, professional development,

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performance evaluation, and character coaching. Facilities and infrastructure management covers the availability of classrooms, laboratories, libraries, and adequate technological facilities. Meanwhile, student management emphasizes their active involvement in the learning process, religious activities, and character development. The synergy of these three aspects is the main indicator of IERM effectiveness in creating quality educational institutions.

Despite its critical role, the implementation of IERM in various Islamic educational institutions still faces a number of challenges. One is the limited competence of teachers, particularly in integrating religious values with modern teaching methods and educational technology. In addition, many schools still lack adequate facilities and infrastructure, which affects the quality of the teaching and learning process. The absence of an effective evaluation system is also an obstacle, since resource management cannot be measured objectively, making program improvement and development less than optimal.

Based on this background, this study aims to analyze the effectiveness of IERM in improving the quality of Islamic educational institutions. This research is expected to provide a comprehensive picture of successful resource management practices and the obstacles encountered, so that educational institutions can formulate more effective management strategies. In addition, the results of this study are expected to serve as a reference for policymakers, school principals, and Islamic education practitioners in developing structured, sustainable resource management that can comprehensively support the formation of students' character and competence.

RESEARCH METHODS

This study uses a descriptive qualitative approach to gain an in-depth understanding of the effectiveness of Islamic educational resource management (IERM) in schools. This approach was chosen because it allows the researcher to describe in detail the practices of resource management, the interaction between teachers and students, and the condition of existing facilities and infrastructure, without being limited by numbers or purely quantitative data. With a descriptive qualitative approach, the researcher can capture the internal context and dynamics of the school that influence the effectiveness of IERM.

The research was conducted at several Islamic schools in Bengkulu City, which were selected purposively based on school reputation, diversity of educational programs, and representation of facility conditions. This site selection aimed to obtain comprehensive data that represents the condition of Islamic educational institutions in the research area. Each school

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served as a primary source of information regarding teacher and student management practices as well as educational facilities, enabling a holistic analysis of IERM implementation.

Data collection techniques were carried out through three main methods. First, in-depth interviews with school principals and teachers, aimed at obtaining information on resource management practices, challenges faced, and strategies applied to improve the effectiveness of IERM. Second, direct observation of teaching and learning activities, school facilities, and student interactions, conducted to obtain a real picture of IERM implementation and the relationship between available resources and learning quality. Third, documentation study covering the analysis of school reports, human resource data, administrative records, and other supporting documents, used to verify information from interviews and observations and to complete the picture of resource management.

Data analysis was carried out thematically, grouping findings into three main IERM categories: (1) human resources, covering teacher competence, coaching, and performance evaluation; (2) facilities and infrastructure, covering the availability of classrooms, learning facilities, and educational technology; and (3) students, covering motivation, involvement in learning, and character development. To ensure data validity, the study used source and technique triangulation, comparing information from interviews, observation, and documentation, so that the research findings can be scientifically accounted for.

RESEARCH RESULTS AND DISCUSSION

The results of the study show several key findings:

1. Human Resources

Teachers hold a strategic role in Islamic educational resource management (IERM). As managers of the teaching and learning process, teachers not only deliver academic material but also serve as moral and spiritual role models for students. This role is crucial because Islamic education emphasizes the formation of students' character, morals, and faith. Without competent and dedicated teachers, the educational process cannot run optimally, making human resource management a key factor in the effectiveness of IERM.

Teacher professional competence is one indicator of IERM success. Teachers with in-depth knowledge of the curriculum, teaching methods, and pedagogical skills can deliver material more effectively. In addition, teachers who can adapt their teaching methods to students' characters will improve student understanding and learning outcomes. This competence also includes teachers' ability to integrate Islamic values into learning, so that students are not only academically intelligent but also possess a strong Islamic personality.

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In addition to professional competence, teacher morality is an important element in IERM management. Teachers with noble character who can serve as role models for students create a positive school climate. Teacher morality influences student behavior, social relationships within the school, and the prevailing academic culture. Schools that consistently emphasize teacher moral development have proven better able to shape student character effectively and support the creation of a conducive learning environment.

Teachers' digital literacy also plays a role in supporting the effectiveness of IERM. In the modern era, teachers' ability to use educational technology is key to delivering material in an interactive and engaging way. Schools that regularly provide digital literacy training for teachers show increased teaching motivation, creativity in teaching methods, and use of digital learning media. This directly affects learning quality, active student participation, and the school's ability to face the challenges of 21st-century education.

2. Facilities and Infrastructure

Facilities and infrastructure play an important role in supporting the effectiveness of Islamic educational resource management (IERM). Complete school facilities, such as comfortable classrooms, laboratories, libraries, and sports facilities, allow the learning process to run optimally. Adequate facilities not only support teachers in delivering material, but also provide an enjoyable learning experience for students. Schools with complete facilities tend to be better able to apply innovative and creative teaching methods, thereby improving the quality of education.

The condition of facilities and infrastructure also affects student engagement in learning. Comfortable classrooms and adequate learning equipment make students more focused and motivated to learn. In addition, additional facilities such as laboratories or libraries provide opportunities for students to develop practical skills and additional knowledge beyond the curriculum. Thus, the fulfillment of facilities and infrastructure is an important indicator in assessing the effectiveness of IERM.

A lack of facilities and infrastructure can be a significant obstacle in the implementation of IERM. Schools without adequate facilities often experience limitations in curriculum implementation, extracurricular activities, and character development programs. This affects the quality of learning and student motivation, resulting in low resource management effectiveness. Therefore, the maintenance and improvement of educational facilities is a priority for schools seeking to sustainably improve the quality of education.

The integration of educational technology is also an important part of modern facilities and infrastructure. Schools that utilize technology, such as projectors, computers, and digital

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learning platforms, are able to present more interactive and engaging teaching methods. The use of this technology supports teachers in delivering material effectively, enriches students' learning experience, and facilitates real-time learning evaluation. Thus, complete facilities and infrastructure integrated with technology become a key supporting factor for IERM effectiveness.

3. Students

Students are the main focus in assessing the effectiveness of Islamic educational resource management (IERM). The level of student involvement in the learning process, both academic and non-academic, affects the success of school management. Students who are active in teaching and learning activities, religious programs, and character development tend to be more motivated and able to achieve optimal performance. Therefore, good student management is an important indicator of IERM success.

Student motivation, both spiritual and academic, plays a strategic role in the success of the learning process. Students who are spiritually motivated will more easily accept and apply Islamic values in daily life. Meanwhile, academic motivation encourages students to actively study, participate in discussions, and complete assignments well. The synergy between spiritual and academic motivation ensures that students are not only intellectually capable but also possess a strong Islamic character.

Student involvement in extracurricular activities, such as religious, artistic, and sports activities, also supports the effectiveness of IERM. These activities not only develop students' talents and interests, but also improve discipline, cooperation, and social responsibility. Schools that are able to manage student participation in various activities optimally show improved academic productivity and better learning quality.

In addition, the role of teachers and facilities interacts with student motivation and involvement. Students who receive guidance from competent teachers and are supported by adequate facilities tend to be more active and motivated in learning. The integration of human resource management, facilities and infrastructure, and student development creates a conducive learning environment, so that the effectiveness of IERM can be maximally achieved.

DISCUSSION

The effectiveness of Islamic educational resource management (IERM) is highly dependent on the balance between human resource management, facilities and infrastructure, and student motivation. These three components are interrelated and mutually influencing, so the success of IERM implementation cannot be achieved if any one aspect is neglected.

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Competent human resources, adequate facilities and infrastructure, and motivated students form a synergy that supports the achievement of overall educational quality.

Teacher competence is one of the determining factors in the success of IERM. Teachers with high professional ability, noble character, and digital literacy are able to deliver learning effectively and engagingly. This competence includes not only mastery of the material, but also pedagogical skills, classroom management, and the integration of Islamic values into every learning activity. Competent teachers become the main driving force in improving learning quality and shaping students' character.

Beyond competence, facilities and infrastructure play an equally important role. Complete educational facilities, ranging from comfortable classrooms, libraries, and laboratories to educational technology, support the implementation of innovative teaching methods. Schools with adequate facilities and infrastructure enable teachers to conduct interactive learning and students to learn optimally. Conversely, limited facilities can create obstacles in the teaching and learning process and reduce student motivation.

Student motivation is also a key factor in the effectiveness of IERM. Students who are motivated both academically and spiritually tend to be more active, disciplined, and able to participate in various school activities. A high level of motivation enables students to better accept Islamic values and improve their academic achievement. Therefore, appropriate student management, including spiritual guidance and character coaching, is an important element in Islamic educational resource management.

The integration of educational technology is a significant innovation in supporting the effectiveness of IERM. The use of digital media, online learning platforms, and interactive devices enables teachers to deliver material in an engaging way that is adaptive to students' needs. This integration not only simplifies the teaching and learning process but also improves the digital literacy of both teachers and students, enabling schools to meet the demands of 21st-century education.

Islamic values form the main foundation of every IERM practice. The integration of religious values into resource management not only shapes students' character but also creates a positive school culture. Teachers who instill Islamic values through learning and personal example play an important role in shaping students with good morals and a high level of spiritual awareness. Thus, the management of human resources, facilities and infrastructure, and students must always be aligned with Islamic principles.

These findings are consistent with previous research emphasizing the importance of human resource development and facility management in Islamic education. Several studies

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show that schools that conduct regular teacher training, facility maintenance, and systematic student motivation coaching are able to improve the effectiveness of IERM. The results of this study confirm that the success of educational resource management is seen not only from the administrative aspect, but also from the quality of interaction between teachers, students, and the learning environment.

Overall, this discussion emphasizes that the effectiveness of IERM results from the synergy between teacher competence, the fulfillment of facilities and infrastructure, student motivation, technology integration, and Islamic values. The balance and alignment among these factors are key to creating quality, productive, and character-driven Islamic educational institutions. Therefore, IERM management must be carried out systematically, sustainably, and based on Islamic education principles in order to produce students who excel academically, possess noble character, and are ready to face the challenges of the 21st century.

CONCLUSION

The effectiveness of Islamic educational resource management (IERM) is largely determined by the quality of management of three main components: human resources, facilities and infrastructure, and student involvement. The management of competent, moral teachers with good digital literacy is a key factor in creating effective learning and shaping students' Islamic character. Likewise, adequate facilities and infrastructure optimally support the teaching and learning process, enable the application of innovative teaching methods, and increase students' learning motivation. Student involvement in academic, religious, and character development activities also contributes to school productivity and the successful implementation of IERM.

The results show that schools that implement IERM systematically are able to significantly improve the quality of learning. Teachers who receive regular training and competence development are able to manage classes more effectively, while complete facilities and infrastructure create a conducive learning environment. The motivation and active participation of students in learning and extracurricular activities further increase the effectiveness of resource management. The synergy of these three components results in increased institutional productivity, students' academic quality, and the formation of good Islamic character and morals.

Based on these findings, there are several important recommendations for Islamic educational institutions. First, teacher competence development must be carried out sustainably, whether through training, workshops, or professional coaching programs, so that

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teaching ability and the integration of Islamic values remain relevant to the demands of 21st-century education. Second, the fulfillment and maintenance of facilities and infrastructure must be a priority, so that the learning process can run smoothly and students have access to adequate learning facilities. Third, student participation in the learning process, religious activities, and character development programs needs to be continuously improved, so that their motivation, discipline, and achievement can develop optimally.

Thus, the success of IERM depends not only on administrative management, but also on alignment between human resource development, the fulfillment of facilities and infrastructure, and student empowerment. Schools that are able to maintain balance and synergy among these three components will be more effective in creating quality, productive, and character-driven Islamic educational institutions, capable of facing the challenges of education in the modern era.

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